**Curriculum prioritisation in primary maths 2020/21**  
Evaluation document: Current Year 2 pupils

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|  |  | **Year 1 ready-to-progress criteria** | **Chris Quigley Milestone** | **Notes on provision, and priority for teaching** |  | **Year 2 ready-to-progress criteria** | **Chris Quigley Milestone** | **Notes on provision, and priority for teaching** |
| **Number and Place Value** |  | **1NPV–1** Count within 100, forwards and backwards, starting with any number. | Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number. |  |  | **2NPV–1** Recognise the  place value of each digit  in two-digit numbers, and  compose and decompose  two-digit numbers using  standard and non-standard partitioning. | Recognise the place value of each digit in a two-digit number (tens, ones). |  |
|  | **1NPV–2** Reason about the location of numbers to 20 within the linear number system, including comparing using < > and =. | Use the language of: equal to, more than, less than (fewer), most and least.  Compare and order numbers from 0 up to 100; use <, > and = signs. |  |  | **2NPV–2** Reason about  the location of any two-digit number in the linear  number system, including  identifying the previous  and next multiple of 10. | Use place value and number facts to solve problems. |  |
| **Number Facts** |  | **1NF–1** Develop fluency in  addition and subtraction  facts within 10. | Represent and use number bonds and related subtraction facts within 20.  • Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100. |  |  | **2NF–1** Secure fluency in addition and subtraction facts within 10, through continued practice. | Represent and use number bonds and related subtraction facts within 20.  • Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100. |  |
|  | **1NF–2** Count forwards  and backwards in  multiples of 2, 5 and 10,  up to 10 multiples,  beginning with any  multiple, and count  forwards and backwards  through the odd numbers. | Count in steps of 2, 3, 5 and 10 from 0 or 1 and in tens from any number, forward and backward. |  |  | **2NF–2** Secure fluency in addition and subtraction facts within 20. | Represent and use number bonds and related subtraction facts within 20.  • Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100. |  |
| **Addition and Subtraction** |  | **1AS–1** Compose numbers to 10 from 2 parts, and partition numbers to 10 into parts, including recognising odd and even numbers. | Recognise odd and even numbers.  Represent and use number bonds and related subtraction facts within 20.  • Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100. |  |  | **2AS–1** Add and subtract across 10. | Add and subtract numbers using concrete objects, pictorial representations, and mentally |  |
|  | **1AS–2** Read, write, and interpret equations containing addition ( + ), subtraction ( - ) and equals  ( = ) symbols, and relate additive expressions and equations to real-life contexts. | Solve one-step problems with addition and subtraction:     • Using concrete objects and pictorial representations including those involving numbers, quantities and measures.     • Using the addition (+), subtraction (-) and equals (=) signs. |  |  | **2AS–2** Recognise the subtraction structure of ‘difference’ and answer questions of the form, “How many more…?”. | Use place value and number facts to solve problems. |  |
|  |  |  |  |  | **2AS–3** Add and subtract within 100 by applying related one-digit addition and subtraction facts: add and subtract only ones or only tens to/from a two-digit number. | Solve one-step problems with addition and subtraction:     • Using concrete objects and pictorial representations including those involving numbers, quantities and measures.     • Using the addition (+), subtraction (-) and equals (=) signs.     • Applying their increasing knowledge of mental and written methods.  Add and subtract numbers using concrete objects, pictorial representations, and mentally, including:  • One-digit and two-digit numbers to 20, including zero.  • A two-digit number and ones.  • A two-digit number and tens.  • Two two-digit numbers.  • Adding three one-digit numbers.  • Show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot. |  |
| **2AS–4** Add and subtract within 100 by applying related one-digit addition and subtraction facts: add and subtract any 2 two-digit numbers. |
| **Multiplication and Division** |  |  |  |  |  | **2MD–1** Recognise repeated addition contexts, representing them with multiplication equations and calculating the product, within the 2, 5 and 10 multiplication tables. | Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (x), division (÷) and equals (=) signs.  Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot.  Solve problems involving multiplication and division using mental methods. |  |
|  |  |  |  |  | **2MD–2** Relate grouping problems where the number of groups is unknown to multiplication equations with a missing factor, and to division equations (quotative division). | Use known multiplication facts to check the accuracy of calculations.  Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables.  Use multiplication and division facts to solve problems. |  |